

CSGI Level 1 DACUM –2021 courses

By the end of the course the student should be able to demonstrate the following in order to successfully pass the CSGI Level 1.

Topic	Goal	Learning Objective	Learning Objective	Learning Objective	Learning Objective	Learning Objective
Transceiver Skills	A. Complete a search for 4 transceivers buried 60cm deep in 10 minutes or less, turning each one off in an area of 30x30m.	A1. Model effective coarse and fine search techniques.	A2. Utilize effective probing techniques.	A3. Utilize effective shovelling techniques.	A4. Explain techniques used for close proximity burials.	
Avalanche Rescue	B. Plan and Complete a simple avalanche rescue as the Rescue Leader.	B1. Initiate and apply basic Avalanche Rescue Schematic.	B2. Apply Leadership, Command and Control skills and identify as the 'Rescue Leader'.	B3. Organize tasks in order to see the big picture while still paying attention to specific details.	B4. Explain the different roles and responsibilities in an avalanche rescue, both universally and operation specific	B5. Explain different tactics used based on potential variables in a scenario – ie: #of searchers, #of patients, challenging terrain etc
Rope Rescue	C. Construct a single rope rescue using a basic system efficiently, as determined by the site characteristics.	C1. Apply Leadership, Command and Control skills and identify as the 'Rescue Leader'.	C2. Utilize safety standards at all times for self, group and patient.	C3. Model a well-organized and clean 'Single Rope Rescue' with basic equipment in a timely manner.	C4. Model efficient and safe rappelling and ascending techniques.	C5. Explain how to lower a load on a Munter with a prussik brake.

Navigation	D. Utilize a map and compass to illustrate basic route finding and travel skills in the field.	D1. Model basic topographical map reading skills without digital aid: declination, plotting coordinates, and terrain identification	D2. Model shooting bearings in the field, triangulation, and location identification without digital aid.	D3. Build a simple route plan using map and compass with given coordinates taking avalanche hazard ratings into consideration.	D4. Explain the difference between a simple route plan and whiteout plan.	
Snowpack Observation	E. Model proficient snowpack observation techniques and identify how applicable weather factors will influence terrain choices.	E1. Develop and present an avalanche hazard AM forecast and PM nowcast based on available data in format provided, clearly and concisely.	E2. Model snowpack observations to CAA Level 1 standards.	E3. Explain basic signs of instability / stability in the snowpack and its relationship with current and forecasted weather factors.	E4. Explain the relationship between terrain and the snowpack.	E5. Explain snowpack observation techniques used to manage operational confines regularly throughout day: hand shears, pole tests, mushroom tests etc.
Field Books	F. Build a personal template for a daily workflow and record daily pertinent information.	F1. Develop a personal template for recording daily weather and snow observations.	F2. Identify pertinent observations to record in template.	F3. Show all aspects of field book daily: date, am fx, group list, field obs, runs, pm nowcast.	F4. Explain the importance of notes, that it is a legal document.	
Ski Guiding (as a front guide- in case of incident where tail guide is left with client)	G. Model group care and show control tactics to aid in guest safety and enjoyment as part of the guiding team.	G1. Model client care and service through ski tips, trail breaking and other ways to assist guests.	G2. Identify safe places to regroup and explain why they were chosen.	G3. Identify hazards and demonstrate how to avoid. Group flow may be broken at this stage.	G4. Show clear, concise instructions identifying the area to ski, spacing and the hazard while facing the guests.	G5. Show appropriate pace for group ability, snow conditions and terrain.

Ski Guiding (as a tail guide)	H. Apply tactics and techniques requested by front guide to ensure guest safety and care.	H1. Model client care and service – aid in getting clients ready to ski/ ride and over to guide regroup.	H2. Identify self as a member of the guiding team by positioning self at front of group next to guide.	H3. Apply guide's instructions on spacing and area to ski / ride in order to control the group.	H4. Select appropriate techniques for 'sweep' dependant on terrain: trees, open, convoluted.	H5. Explain the tactics for maintaining operational flow: speeding up, slowing down to work as a team.
Terrain Assessment	I. Identify various hazards and demonstrate introductory management techniques in simple and challenging terrain.	I1. Identify an avalanche slope and make use of appropriate spacing to manage a group.	I2. Utilize safe spots to regroup in simple and challenging terrain.	I3. Identify terrain traps and demonstrate tactics to avoid.	I4. Identify and manage the group through other mountain hazards appropriately at an introductory level: road banks, rocks, cornices, crevasses, snow conditions, etc.	I5. Identify safe routes in simple and challenging terrain, both downhill and uphill, managing a singular hazard.
Mountain Sense / Situational Awareness	J. Explain and demonstrate the shift in mindset and expectations from a recreationalist to a professional guide.	J1. Explain the importance for additional margins of safety when acting in a professional guiding role.	J2. Model an overall sense of comfort in simple and challenging terrain while maintaining humility and respect.	J3. Demonstrate situational awareness in simple and challenging terrain.	J4. Gather and summarize relevant information to create appropriate route options in simple and challenging terrain.	
Attitude and Disposition	H. Model leadership skills relating to the professional expectations of a CSGA Level 1 Guide.	H1. Model a willingness to learn and adopt new ideas and techniques.	H2. Construct a team player attitude, supportive of other group members.	H3. Apply a leadership mentality and speak to the group with confidence and respect.	H4. Model a professional appearance and demeanor.	H5. Plan ahead to be prompt and prepared.